

Durston House

Spiritual, Moral, Social and Cultural Development of Pupils (SMSC) Policy

Aim of the Policy

- to reinforce the school's commitment to SMSC as part of the education of the whole pupil

Objectives of the Policy

- to develop awareness in the Durston House community, pupils, staff and parents, of SMSC in the various strands of life at Durston House
- to foster reflection on the importance of SMSC in the education of pupils
- to identify areas of school life where SMSC is embedded
- to complement all relevant school policies and procedures found on the Durston House Operations Tree including the Pastoral Care and Safeguarding Policies

Introduction

Durston House recognises the importance of the **Spiritual, Moral, Social and Cultural Development** of pupils and, in particular, pays heed to the amendment to the Education (Independent School Standards) (England) Regulations 2010, which came into force on 29 September 2014. The school also upholds the non-statutory guidance from the Department for Education as outlined in the ISI Update, November 2014.

This policy applies to all pupils in the school, including Reception (EYFS).

What Does Durston House Stand For?

As the school Mission states, “The school aims to give each pupil a balanced education, helping him to attain excellence in academic, creative and physical pursuits, whilst guiding his social, moral and spiritual development.”

Throughout its history, Durston House has actively promoted the fundamental British values of democracy, individual liberty within a culture of mutual respect and the rule of law. Tolerance of differences, be they of capability, physicality, religion, race, ethnicity, gender or sexual preference, is a hallmark of life at school. Durston House is a “community in which mutual respect and understanding, fairness and opportunities for all” are fostered.

Though a Christian foundation, Durston House sponsors no denomination, nor espouses partisan religious or political views.

The Nature of Pupils at Durston House

The pupils at Durston House come from a diverse range of ethnicities, cultures and faiths. The school community celebrates such diversity, whilst at the same time endorsing the common bonds of nationhood, society and language. A positive, secure environment enables each boy to be happy, to flourish when and where he can. Pupils develop into self-assured, caring young men, aware of others around them, and able to articulate their thoughts and feelings, in both informal and formal settings. As pupils move through the school, they are encouraged to become independent, taking responsibility for their work, their actions and for others. Specific positions of responsibility are given to the eldest pupils, who, through their work with younger ones, develop maturity and stature.

How do Pupils Encounter Spirituality, Morality, Society and Culture at Durston House?

The SMSC development of pupils is enhanced by all we do at Durston House. None of the four dimensions is mutually exclusive; it can be identified discretely, but its impact is fused with the other three, facilitating a holistic development of each pupil, in keeping with the Mission of the school. No area of school life is immune to the nurturing of pupils. They learn and grow through all experience, through the commitment of all stakeholders to shared values and through the modelling of adults in the school community.

All staff respect the Ethos and Mission of the school, and are mindful of the breadth and depth of the education that is offered to pupils. As a whole, across the curriculum, opportunities for pupils to encounter SMSC are provided. The very name given to the timetabled curricular work, Personal, Social, Health and Moral Education (PSHME), indicates the commitment the school has to such encounters. Durston House has always consciously included the “Moral” dimension, equally vital to the development of the whole person. Within this subject, the tenets of a worthwhile, worthy life, in the context of a free and just British society, are explored. The historical, cultural and religious heritage of Britain provide the canvas on which a modern, pluralistic, diverse nation can be etched, developing in all pupils a sense of British identity and fellowship, and a commitment to a society where the common good is paramount. In other subject areas, the encounter with the dimensions of SMSC can be evident, or even subtle. Teachers find ways to help pupils recognise and consider this, through the specific content of what is being taught, as well as through its delivery (see **Appendices 1-4**).

As well, in other areas of school life, extra-curricular and outside the curriculum, pupils are actively encouraged to build relationships founded on honesty, respect and dignity, to recognise freedom and its responsibilities, and to consider the world around them, making prudent choices in relation to it. This is done through a clear and thorough system of Pastoral Care: through the Form system, the House and Vertical Group system, as well as through the following: (see **Appendix 5**)

- Assemblies
- Final Assembly each term
- Anti-Bullying Days
- Close relationship with both Haven Green Baptist Church and St Peter's Church
- Carol Service
- Remembrance Service
- School Concert
- Charity Work
- European Language Day
- Literary Festival
- STEM Week
- Sports fixtures and tournaments
- Sports Day
- School Productions
- Workshops
- Outings and Trips
- School Council
- House Assemblies and Vertical Group Meetings
- House Competitions
- School displays
- After School Activities - MSc/USc
- Enrichment - JSc/PrP

Evaluation of this Policy

This policy will be evaluated biennially by the school, amended where necessary and approved by SMT.

<i>Created</i>	<i>Jan 2015</i>	<i>WM</i>	<i>Version 1</i>
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